

**Nilüfer Kesgin<sup>1</sup>**

Bandırma Science and Art Center  
Balıkesir, Turkey

**Assist. Prof. Dr. Şefik Kartal<sup>2</sup>**

Tokat Gaziosmanpaşa University  
Faculty of Education, Department of Educational Sciences  
Tokat, Turkey

Original scientific paper

UDC: 371.3

DOI: 10.5937/IstrPed2201097K

---

## COMPARISON OF STORY-BASED AND GAME-BASED VOCABULARY TEACHING IN SECONDARY SCHOOL ENGLISH LESSONS<sup>3</sup>

**Abstract:** The aim of the study is to investigate the effects of the story-based and game-based vocabulary teaching methods on learning the English equivalents of Turkish words, using these English words in sentences and writing these English words correctly. It was also aimed to investigate the effects of these methods on English reading comprehension skills of the students. Pre-test – post-test without control group experimental design was used in the study. The study design consisted of two groups as the Group Story and the Group Game. An achievement test prepared by the researchers was applied to both groups as a pre-test at the beginning of the research and as a post-test at the end of the research. The study was conducted in the 5<sup>th</sup> grades of a secondary school in the 2<sup>nd</sup> term of the 2014-2015 academic year. The study group consisted of 54 students, 27 students in the Group Story and 27 students in the Group Game. The study was completed in 8 weeks in total, 40 minutes per week. There was a significant difference between the pre-test and the post-test scores of each group. No significant difference was found between the mean scores of the pre-test – post-test difference scores of the two groups. In conclusion, it is possible to say that both the story-based and game-based vocabulary teaching methods are efficient in vocabulary teaching in secondary school English lessons.

**Keywords:** Teaching vocabulary, young learners, story-based teaching, game-based teaching.

### Introduction

Foreign language has an important role in the communication and relationship between people throughout the world. The increasing international relations make it inadequate for nations to communicate with their mother tongue. Therefore, it is a must to learn a common language accepted in the international arena. The international language determines the power of a country in the economic, political, technological, religious or military fields (Kesgin & Arslan, 2015; Susúzer, 2006).

---

<sup>1</sup> niluferkesgin@gmail.com

<sup>2</sup> sefik.kartal@gop.edu.tr

<sup>3</sup> This study is derived from the master's thesis of the first author conducted under the supervision of the second author.

Aware of the importance of foreign language education, countries have started to care about foreign language courses within the scope of their curriculum (Acat & Demiral, 2002). On Turkey's entry into NATO in 1952, English has been taught as a foreign language in Turkey. Despite the resources and the time spent on foreign language teaching, it has not been reached the desired level of success (Çelebi, 2006; Demirel, 1999; Işık, 2008; Suna & Durmuşçelebi, 2013). Teaching a foreign language at an early age using effective methods ensures the internalization of the language. Teaching language to the children is not passively memorizing words and teaching grammar rules; instead, they should actively use it in daily life. Children are kinaesthetic and they need to move constantly. In addition, their concentration and attention can be easily distracted during the course. Therefore, the EFL teacher should have proficiency in classroom management as well as language and language teaching proficiency. The teacher should have the necessary competence to reach their world, to understand how they perceive this world and how they learn it. The teacher should create a different atmosphere by using different techniques to motivate students. Assisting students in learning and development is more important than simply teaching the language (Bourke, 2006; Brumfit, 1991; Cameron, 2001; Demircioğlu, 2008).

According to Richards and Rodgers (1990), there are some difficulties in the classes using the traditional vocabulary teaching method, also known as the Grammar-Translation Method. In this method, students are expected to translate verbatim the written texts given in a foreign language into their mother tongue. The main task of the student, who is passive in the classroom, is to memorize grammatical patterns and examples. Teachers teach vocabulary by translating the words literally or just showing pictures. However, the students only memorize the words if they use them in a context. Memorized words are also forgotten over time, or students cannot use them effectively even if they know the meaning of the words (Güneş, 2020). Foreign language teaching is based on literary classics in the traditional system. However, it benefits from the developments in the fields of psychology, linguistics and educational sciences and innovations in these fields (Senemoğlu, 1980). Thus, new methods enable students to actively participate in the process. One of these methods, the game-based method, contributes to the development of social relations and creativity (Çöçer, 2017). Permanent learning is provided by doing and experiencing. Another method that enables students to participate actively in the process is story-based vocabulary teaching. Through stories, words are taught in context. Thanks to this method, which is more effective than teaching words piece by piece, students acquire the lexical meanings more easily (Sarıgül, 2017). It has been stated in various studies that story-based vocabulary teaching has an effect on increasing student success (Basören, 2015; Başutku & Durmuş, 2018; Ellis & Brewster, 1991; Güneş, 2009; Lewis & Hill, 1992; Palmer, 2001; Pedersen, 1995; Philips, 1993; Willis, 1996). Studies on game-based vocabulary teaching have also shown that it is effective in increasing student success. (Atay, 2007; Demirel, 2010; Gürdal & Arslan, 2011; Kocaman, 2015; Orlich, 1985; Özkiraz, 2015; Susüzer, 2006). On the other hand, there were no studies comparing the story-based vocabulary teaching method and the game-based vocabulary teaching method.

The main purpose of this research is to determine the effect of using the story-based vocabulary teaching method and the game-based vocabulary teaching method in the 5th grade English courses. In line with the purpose of the study, answers were sought for the following research questions:

1. In the group in which the story-based vocabulary teaching is applied (Group Story), is there a significant difference between the pre-test and post-test
  - a) total scores?
  - b) scores of the students' level of learning the English equivalents of Turkish words?
  - c) scores of the students' level of using these English words in sentences?

- d) scores of the students' level of writing these English words correctly?
  - e) scores of the students' English reading comprehension levels?
2. In the group in which the game-based vocabulary teaching is applied (Group Game), is there a significant difference between the pre-test and post-test
- a) total scores?
  - b) scores of the students' level of learning the English equivalents of Turkish words?
  - c) scores of the students' level of using these English words in sentences?
  - d) scores of the students' level of writing these English words correctly?
  - e) scores of the students' English reading comprehension levels?
3. Between the groups in which the story-based vocabulary teaching method (Group Story) and the game-based vocabulary teaching method (Group Game) are applied, is there a significant difference between the means of pre-test – post-test
- a) difference scores?
  - b) difference scores of the students' level of learning the English equivalents of Turkish words?
  - c) difference scores of the students' level of using these English words in sentences?
  - d) difference scores of the students' level of writing these English words correctly?
  - e) difference scores of the students' English reading comprehension levels?

### Method

The pre-test – post-test without control group experimental design was used in the study in order to investigate the research questions. The study design consisted of two groups as the Group Story and the Group Game. An achievement test prepared by the researchers was applied to both groups as a pre-test at the beginning of the research and the same test was applied as a post-test at the end of the research.

### Study group

The research was carried out in the 5<sup>th</sup> grade of a secondary school in the 2<sup>nd</sup> term of the 2014-2015 academic year. A total of 54 students constituted the study group; 27 in the experimental group in which the story-based vocabulary teaching method was applied (Group Story) and 27 in the experimental group in which the game-based vocabulary teaching method was applied (Group Game). The distribution of the demographic characteristics of the students in both groups is given in Table 1.

**Table 1.** *The distribution of the demographic characteristics of the students in both groups*

		Group Story	Group Game
		N	N
Gender	Female	15	15
	Male	12	12
Age	10	1	2
	11	23	24
	12	3	1

It was observed that the average age of the students in the Group Story was 11.07, 15 were female and 12 were male. Similarly, there were 15 female and 12 male students in the Group Game, and the average age was 10.96.

### Findings related to the equivalence of the Group Story and the Group Game

Whether the pre-test scores of the Achievement Test, which was applied to the groups before the experimental procedure, had a normal distribution or not was measured with the Shapiro Wilk test. Since the group sizes are less than 50, it was deemed appropriate to test them with the Shapiro Wilk test. If the p-value is  $p > .05$ , this means the scores have a normal distribution and there is no significant deviation from the normal distribution (Büyüköztürk, 2010; Kartal & Özbek, 2017). Shapiro-Wilk test results related to the Achievement Test pre-test scores are given in Table 2.

**Table 2.** Shapiro-Wilk Test results related to the Achievement Test pre-test scores

	Group	Shapiro-Wilk		
		Statistics	sd	p
The Achievement Test Pre-test Scores	Group Story	.914	27	.029
	Group Game	.952	27	.245

When the Shapiro-Wilk test results regarding the Achievement test pre-test scores are examined, it is seen that the scores of the Group Story do not have a normal distribution, while the scores of the Group Game have a normal distribution. However, when the skewness (-0.09) and kurtosis (-1.92) values are examined, the scores of both groups have a normal distribution. If the skewness coefficient is lower than 0, the distribution is skewed to the left. If the kurtosis value is negative, the normal distribution curve is flatter than normal. The value is between +1.96 and -1.96, and it is not steep at the 5% significance level (Büyüköztürk, Bökeoğlu & Köklü, 2009). According to these results, the Independent Samples t-test was used to determine whether the performances of the two groups were similar or not. The Independent Samples t-Test results regarding the pre-test scores of the Group Story and the Group Game are shown in Table 3.

**Table 3.** The Independent Samples t-Test results regarding the pre-test scores of the Group Story and the Group Game

Achievement Test	n	$\bar{X}$	ss	t	sd	p
Group Story	27	18.79	10.15	.68	52	.49
Group Game	27	17.03	8.68			
A - Group Story	27	4.07	2.63	.10	52	.91
A - Group Game	27	4.00	2.66			
B - Group Story	27	5.51	3.77	1.38	52	.17
B - Group Game	27	4.29	2.61			
C - Group Story	27	5.18	3.63	.12	52	.90
C - Group Game	27	5.07	2.93			
D - Group Story	27	4.01	2.79	.49	52	.62
D - Group Game	27	3.66	2.36			

Table 3 shows that the difference between the grade averages of the Group Story and the Group Game is not statistically significant ( $p > 0.05$ ). According to these results, the experimental groups can be regarded as similar to each other.

### Activities applied during the experimental process

While studying the units “Animal Shelter” and “Festivals” in the Group Story in which story-based vocabulary-teaching method was applied, some short stories such as “In the Zoo”, “Daisy Family”, “Festivals in Turkey” and “Halloween” were read. After reading the stories several activities (answering reading comprehension questions, answering true-false questions, filling in the blanks in a story, writing short paragraphs about the animals given in the pictures, writing

a story about a visit to the zoo, writing a letter to a penfriend about national festivals in Turkey etc.) were carried out.

In the Group Game in which game-based vocabulary teaching method was applied several games (matching the word cards and picture cards, bingo game with new words, vocabulary dice game, scrambled words game, hangman game, crossword puzzle game etc.) were played while studying the same units. In both groups, some of the activities were done individually, some with partners and some in a team.

### **Data collection tool**

An achievement test developed by the researchers to measure the success levels of the students in the experimental groups was used in this study.

### **The development of the Achievement Test**

In the process of developing the Achievement Test, a list of learning outcomes related to the units was prepared first. It was planned to measure the learning outcomes with 40 questions in one class hour. During the experimental application, two different units (Animal Shelter and Festivals) were studied. The vocabulary list of each unit was evaluated in four different areas (in terms of learning the English equivalents of Turkish words (A), using these English words in sentences (B), writing these English words correctly (C), and English reading comprehension levels (D)).

The textbook and its supplementary materials and questions compiled from basic sources about the field were placed in the test within the framework of the learning outcomes. A table of specifications has been prepared to determine in which target area the subjects will be realized and to establish a target-content relationship. The questions and learning outcomes in this table were matched according to Bloom's taxonomy (Sönmez, 2003). In order to ensure the content validity of this prepared test, it was examined by three English lecturers working at different universities and four English teachers teaching the fifth graders. In addition, opinions were taken from two different faculty members from the Department of Curriculum and Instruction. Experts stated that the test is appropriate in terms of content validity. It was stated that the questions fully represented the units, the language was understandable, and the questions measuring the outcomes were appropriate.

The test was applied to 23 students attending the 6th grade of a secondary school. Thus, information about the unclear points and possible misunderstandings in the test was collected. The final form of the test was applied to sixth-grade students in eight different secondary schools. The total number of students to whom the test was applied is 372.

The Test Analysis Program version 6.0 (TAP 6) was used to conduct the statistical analyses after this trial application of the Achievement Test and variance, mean, standard deviation, item difficulty and discrimination indices, skewness, kurtosis and Kuder Richardson (KR-20) calculations were made. The reliability coefficient calculated for the first version of the achievement test was found to be  $KR-20 = 0.99$ . With the item analysis performed, the mean item difficulty index of the test was 0.52; the mean item discrimination index was calculated as 0.53. Some statistical data of the item analysis of the achievement test results are shown in Table 4.


**Table 4.** Statistics of the Achievement Test

Number of Items	40
Number of Participants	372
Total Score	100
Mean	52,23
Standard Deviation	43,33
Standard Error	2,24
Median	26,25
Minimum Score	2,5
Maximum Score	100
Variance	1878,08
Skewness	-0,09
Kurtosis	-1,92
KR20	0,99
Mean Item Difficulty	0,52
Mean Item Discrimination	0,53

KR-20 reliability coefficient shows the internal consistency of a measuring tool. If the characteristics of the test items measured and the behaviours they sample are similar, the reliability coefficient will increase (Büyüköztürk, 2010). If the KR-20 value approaches 1, the test has internal consistency and high reliability; if it approaches 0, it shows that the test has no internal consistency and its reliability is low (Kan, 2010; Özçelik, 2010).

As the result of the analyses made, no test items needed to be discarded and all items were included in the final version of the Achievement Test. The Achievement Test consisted of four parts. Part A (matching the English words with their Turkish equivalents) included 10 questions, Part B (looking at the pictures and writing what the people or animals in the pictures are doing) included 9 questions, Part C (writing the names of the objects under the given pictures) included 10 questions. Two separate reading texts were given in Part D to test English reading comprehension levels of the students. 5 multiple-choice questions were asked about the first reading text and 6 open-ended questions were asked about the second reading text. Some example questions for each part of the Achievement Test are given in Table 5.

**Table 5.** Example questions for each part of the Achievement Test

Example Questions			
<b>Part A</b> <i>The level of learning words with their Turkish equivalents</i>	Match the words with their Turkish equivalents.	1.Animal shelter ..... 2.Farm animal ..... 3.Goat ..... 4.Elephant ..... 5.Victory Day .....	b.Hayvan barınağı d.Çiftlik hayvanı j.Keçi i.Fil e.Zafer Bayramı
<b>Part B</b> <i>The level of using words in a sentence</i>	Look at the pictures and write what they are doing.		15.....

**Part C**  
**The level of writing words correctly**

Write the names of the objects under the pictures.



26.....

**Part D**  
**The level of understanding what they read**

Read the text 1 and answer the questions.

30. Harry's wife is .....
- a).helping the veterinary
  - b) talking to the cows
  - c) feeding the goat
  - d) helping uncle Harry

Read the text 2 and answer the questions.

35. When do they celebrate Christmas?  
 .....

When this test was used as pre-test and post-test, each item in the test was calculated as 2.50 points and the statistical processes were made over 100 points. In this case, the maximum value of the range was 100.

**Data collection**

The research lasted 8 weeks, one class hour per week, in a secondary school. Demirel (1999) stated that the number of vocabulary that should be taught in a 40-50 minute course is between 5 and 10. In this study, it was aimed to teach 42 words in 6 lessons of 40 minutes each. The Achievement test, which was finalized after the reliability and validity studies, was applied to 54 students attending the fifth grade of this secondary school as a pre-test in the first week. A total of 42 words in the units "Animal Shelter" and "Festivals" were taught with various activities for 1 class hour (40 minutes) per week for 6 weeks. The test covered 42 words that had not been taught before and planned to teach during the following eight weeks. In the eighth week, after the words were taught, the same test (which was applied as the pre-test before) was applied as the post-test. In the test, there were 4 parts: Part A was an English-Turkish word matching activity; Part B was a making a sentence activity; Part C was writing the words under the picture activity and Part D was a reading activity. It was designed to evaluate the acquisition of new words.

**Data analysis**

During the development of the Achievement Test, the Test Analysis Program version 6.0 (TAP 6) was used to perform the statistical analysis after the trial application.

The IBM SPSS Statistics (Version 25.0) software package was used to conduct the analyses (Shapiro Wilk test, the Dependent Samples t-Test and the Independent Samples t-Test) of the quantitative data obtained in this study and the significance level was assumed to be  $p < 0.05$ . Frequencies and percentages were utilized to report the personal information about the students.

In order to compare the means of the pre-test scores and the post-test scores of the Achievement Test of the same group and to decide on the test to be applied, the difference scores between the pre-test and post-test mean scores of the Group Story and the Group Game were calculated first. Considering the results of the Shapiro Wilk test, it was determined that these difference scores were normally distributed and it was decided to use the Dependent

Samples t-Test. To test the effectiveness of the experimental study, the pre-test-post-test difference scores of the two groups were used (Büyüköztürk, 2010). Considering the results of the Shapiro Wilk test, the pre-test-post-test difference scores of the two groups had a normal distribution; so, the Independent Samples t-Test was used to test whether there is a significant difference between the pre-test-post-test difference scores of the Group Story and the Group Game.

## Results

### Results of the first research question

The results of the Dependent Samples t-Test regarding the comparison of the pre-test and post-test mean scores of the Group Story are shown in Table 6.

**Table 6.** The results of the Dependent Samples t-Test regarding the comparison of the pre-test and post-test mean scores of the Group Story

Achievement Test	n	$\bar{X}$	ss	t	sd	p
Pre-test	27	18.79	10.15			
Post-test	27	68.14	14.88	-15.29	26	.00*
Part A Pre-test	27	4.07	2.63			
Part A Post-test	27	16.85	6.46	-12.18	26	.00*
Part B Pre-test	27	5.51	3.77			
Part B Post-test	27	17.22	8.56	-6.62	26	.00*
Part C Pre-test	27	5.18	3.63			
Part C Post-test	27	14.44	8.49	-4.67	26	.00*
Part D Pre-test	27	4.01	2.79			
Part D Post-test	27	14.44	8.49	-5.44	26	.00*

The difference between the Achievement Test pre-test and the post-test mean scores of the Group Story in which story-based vocabulary teaching was applied was significant ( $p < 0.05$ ). There were significant differences between the pre-test and post-test mean scores of the Group Story in terms of subparts (A, B, C and D) of the Achievement Test as well ( $p < 0.05$ ).

### Results of the second research question

The results of the Dependent Samples t-Test regarding the comparison of the pre-test and post-test mean scores of the Group Game are shown in Table 7.

**Table 7.** The results of the Dependent Samples t-Test regarding the comparison of the pre-test and post-test mean scores of the Group Game

Achievement Test	n	$\bar{X}$	ss	t	sd	p
Pre-test	27	17.03	8.68			
Post-test	27	71.59	16.00	-13.29	26	.00*
Part A Pre-test	27	4.00	2.66			
Part A Post-test	27	18.33	7.34	-8.48	26	.00*
Part B Pre-test	27	4.29	2.61			
Part B Post-test	27	18.22	6.04	-9.86	26	.00*
Part C Pre-test	27	5.07	2.93			
Part C Post-test	27	19.85	6.49	-10.05	26	.00*
Part D Pre-test	27	3.66	2.36			
Part D Post-test	27	15.18	5.28	-9.94	26	.00*

The difference between the Achievement Test pre-test and the post-test mean scores of the Group Game in which game-based vocabulary teaching was applied was significant ( $p < 0.05$ ).



There were significant differences between the pre-test and post-test mean scores of the Group Game in terms of subparts (A, B, C and D) of the Achievement Test as well ( $p < 0.05$ ).

### Results of the third research question

The results of the Independent Samples t-Test regarding the comparison of the pre-test-post-test difference scores of the Group Story and the Group Game are shown in Table 8.

**Table 8.** The results of the Independent Samples t-Test regarding the comparison of the pre-test-post-test difference scores of the Group Story and the Group Game

Test	n	$\bar{X}$	ss	t	sd	p
Group Story	27	49.35	16.76			
Group Game	27	54.55	19.88	-1.04	52	.30
Group Story Part A	27	12.77	5.44			
Group Game Part A	27	14.33	8.77	-.78	52	.43
Group Story Part B	27	11.70	9.17			
Group Game Part B	27	13.92	7.33	-.98	52	.33
Group Story Part C	27	14.44	8.34			
Group Game Part C	27	14.77	7.56	-.15	52	.87
Group Story Part D	27	10.42	9.95			
Group Game Part D	27	11.51	6.01	-.48	52	.62

When the findings regarding the comparison of the pre-test-post-test difference scores of the Group Story and the Group Game were examined, no significant difference was found ( $p > 0.05$ ). Also, there was no significant difference between the pre-test-post-test difference scores of the Group Story and the Group Game in terms of subparts (A, B, C and D) of the Achievement test ( $p > 0.05$ ).

### Discussion and Conclusion

The first research question of the study was to determine whether there was a significant difference between the Achievement test pre-test and post-test mean scores of the Group Story where story-based vocabulary teaching was applied. In addition, it was aimed to determine whether there was a significant difference between the pre-test and post-test mean scores of the Group Story in terms of the levels of learning the English equivalents of Turkish words, using these English words in sentences, writing these English words correctly and English reading comprehension levels. It was found out that there was a significant difference between the pre-test and post-test mean scores of the Group Story. In terms of the levels of learning the English equivalents of Turkish words, using these English words in sentences, writing these English words correctly and English reading comprehension levels a significant difference was found as well. Student success increased significantly in the Group Story. When the literature is examined, it has been stated in various studies that story-based vocabulary teaching has an effect on increasing student achievement (Başören, 2015; Başutku & Durmuş, 2018; Ellis & Brewster, 1991; Güneş, 2009; Lewis & Hill, 1992; Palmer, 2001; Pedersen, 1995; Phillips, 1993; Willis, 1996). Jenkins, Stein & Wysocki (1984) confirmed the hypothesis that vocabulary can be learned from texts in their study. The more the word appears in the text, the more permanent the learning will be. In addition, the meanings of the words are learned from the context permanently. Yardım (2011) compared computer and teacher-assisted storytelling techniques in his study, and a significant increase was observed in both groups. He suggested

that story-based teaching be used in teaching English. Pourkalhor and Kohan (2013) suggested teachers use this technique in lessons because they found a significant difference in the group given story-based teaching in their study on reading comprehension through stories. Ghasemi and Hajzadeh (2011) also stated that story-based English teaching has an important contribution to reading comprehension. Kırkgöz (2012) revealed in his study that the use of short stories in language teaching enables students to be more creative by moving away from the routine of the learning environment. Abdulaameer (2014) concluded in his study on the effect of digital stories on English vocabulary learning that stories provide permanent learning. Tarakçioğlu and Tunçarşlan (2014) concluded in their study with students who had not studied English before, that foreign language education using short stories would provide permanent vocabulary teaching. In the study, the units of the experimental group were designed on and around short stories and songs, cartoons and realias were used to enhance the learning process. At the end of the study, they found out that the experimental group could remember more vocabulary items since they were taught in a meaningful and enjoyable short story context. Pazhakh and Soltani (2010) concluded in their study that the vocabulary of the group who was given stories in English every week was much higher than the group that was taught with the Grammar Translation Method. In his study, Ghasemi (2011) emphasized that story-based teaching is necessary to gain literacy skills in the target language. Pardede (2011) emphasizes the necessity of using stories to gain skills in the target language.

The second research question of the study was to determine whether there was a significant difference between the Achievement test pre-test and post-test mean scores of the Group Game where game-based vocabulary teaching was applied. In addition, it was aimed to determine whether there was a significant difference between the pre-test and post-test mean scores of the Group Game in terms of the levels of learning the English equivalents of Turkish words, using these English words in sentences, writing these English words correctly and English reading comprehension levels. It was found out that there was a significant difference between the pre-test and post-test mean scores of the Group Game. In terms of the levels of learning the English equivalents of Turkish words, using these English words in sentences, writing these English words correctly and English reading comprehension levels a significant difference was found as well. Student success increased significantly in the Group Game. When the literature is examined, it has been stated in various studies that game-based vocabulary teaching has an effect on increasing student achievement (Atay, 2007; Demirel, 2010; Gürdal & Arslan 2011; Kocaman, 2015; Orlich, 1985; Özkiraz, 2015; Susüzer, 2006). Gürdal and Arslan (2011) emphasized the importance of vocabulary to communicate. They explained that students should be able to comprehend vocabulary using different methods and techniques. They added that the games appealed to all age groups, but they especially aroused a sense of curiosity in children and that students unwittingly acquired the words and threw them into long-term memory. Kaya (2007) stated that games and puzzles make the lesson more interesting. He expressed that these activities provide permanent learning by addressing different types of intelligence. Karatay (2007) stated that making teaching life enjoyable is closely related to vocabulary teaching. Papatğa (2012) emphasized that knowledge will be more permanent when given through games in the study he applied game skills rating scale to the parents of 150 6-year-old-students. Işık and Semerci (2016) stated that educational games help students to communicate in the target language, and vocabulary teaching using educational games is more effective than techniques without games.

The third research question of the study was to determine whether there was a significant difference between the Group Story in which the story-based vocabulary teaching method was applied and the Group Game in which the game-based vocabulary teaching method was applied in terms of the pre-test-post-test difference scores of the Achievement test. In addition, it was

aimed to determine whether there was a significant difference between these two groups in terms of the levels of learning the English equivalents of Turkish words, using these English words in sentences, writing these English words correctly and English reading comprehension levels. No significant difference was found between these two groups' pre-test-post-test difference scores of the Achievement test in terms of the third research question. This means that approximately the same level of learning was achieved in both groups. When the literature was examined, no studies were found comparing the story-based vocabulary teaching method with the game-based vocabulary teaching method. Different methods were compared with each other or with the traditional vocabulary teaching method or there were studies on the effect of a single method on academic achievement in the target language. In this regard, it is thought that this study will make a new contribution to the field. Özdemir (2012) concluded that the success of English lessons in the experimental group that he applied by combining the story-based approach with the role-playing technique was more significant than the teaching with the classical method. In Mirkamali's (2013) study, it was concluded that short stories are effective in teaching English, but teaching supported by pictures is more effective than teaching using short stories. Yılmaz (2012) found that the motivation level of the students was positively affected in his study that he combined short stories and computer technologies. As this method creates an authentic and versatile learning environment, he stated that using it in foreign language teaching will provide significant benefits. Baytar (2014) investigated the use of short stories and literary texts as language teaching materials. At the end of his study, it was concluded that the subjects participating in the study had the opportunity to use new words and different elements of the language through short stories. Kaya (2004) concluded that reading stories in foreign language lessons contributes to four basic skills as well as grammar and word repetition. Şahin (2016) found out in his study that teaching English through stories positively affects both 5<sup>th</sup> and 8<sup>th</sup>-grade students' reading comprehension skills and their attitudes towards English lessons, as well as English vocabulary.

The results obtained in this study revealed that both the story-based vocabulary teaching and the game-based vocabulary teaching methods have positive effects on secondary school students' success in learning the English equivalents of Turkish words, writing these English words correctly and using the words in sentences. In addition, it was found out that these methods ensure success in English reading comprehension. Due to the fact that the students' learning English with fun increases their success, such vocabulary teaching methods which enable students to actively participate in the lesson should be used more and should be widespread instead of traditional language teaching methods and techniques which are frequently preferred in foreign language vocabulary teaching.

### **Limitations and Suggestions**

In the present study it was aimed to determine the effect of using the story-based vocabulary teaching method and the game-based vocabulary teaching method on the success of the 5<sup>th</sup> grade students in learning English vocabulary. Besides, it was attempted to compare these two different methods with each other in terms of their effects on the success of the students in learning English vocabulary. The fact that it was applied in only two classrooms can be considered as one of the limitations of this study. It is thought that studies to be conducted at different grade levels and with more experimental groups will contribute to the field. Another limitation of the current study, in which two different vocabulary teaching methods were compared, is the absence of a control group. The presence of a control group in which traditional vocabulary teaching methods are used in future studies will enable the researchers to gain more information on the effectiveness of story-based vocabulary teaching method and game-based vocabulary teaching method. Although there was a significant increase in the

success of the students at the end of 8 weeks in this study, it is thought that long-term studies might increase the success more. In addition, if a retention test was applied a few months after the application was over, it would be better to see the retention of the words in the memory of the students. Students' attitudes towards these methods should also be investigated by using an appropriate attitude scale.

## References

- Abdulameer, M. A. (2014). Improving vocabulary learning through digital stories with Iraqi young learners of English at the primary level. *Journal of Studies in Social Sciences*. 8 (2), 197-214.
- Acat, M. B. & Demiral, S. (2002). Türkiye'de yabancı dil öğreniminde motivasyon kaynakları ve sorunları [Sources of motivation in learning foreign language in Turkey]. *Kuram ve Uygulamada Eğitim Yönetimi*, 31 (31), 312-329.
- Atay, M. S. (2007). İngilizce dersinde kelime oyunları ile kelime öğretiminin okuduğunu anlamaya etkisi [The effect of vocabulary teaching thorough word games to understanding what you read in the lesson of English]. (Unpublished master's thesis). Selçuk Üniversitesi Sosyal Bilimler Enstitüsü, Konya.
- Başören, M. T. (2015). Drama öğretim tekniğinin yabancı dil kelime öğretimine ve öğrencilerin kelime öğrenmeye yönelik tutumlarına etkisi [Influence of the drama teaching method on foreign language vocabulary teaching and on students' attitudes towards vocabulary learning]. (Unpublished master's thesis). Necmettin Erbakan Üniversitesi Eğitim Bilimleri Enstitüsü, Konya.
- Başutku, S. & Durmuş, E. (2018). Türkçenin yabancı dil olarak öğretiminde B1 düzeyinde kelime öğretim tekniklerinin değerlendirilmesi [Evaluation of B1-level vocabulary teaching techniques in teaching Turkish as a foreign language]. *Uluslararası Yabancı Dil Olarak Türkçe Öğretimi Dergisi*. 1 (2), 139-162.
- Baytar, İ. (2014). Integrating literature into an EFL setting: Turkish students' attitudes towards the use of short story. (Unpublished master's thesis). Sakarya Üniversitesi Eğitim Bilimleri Enstitüsü, Sakarya.
- Bourke, J. (2006). Designing a topic-based syllabus for young learners. *ELT Journal*. 60 (3), 279-286.
- Brumfit, C. (1991), Young learners: Young language. In C. Kennedy and J. Jarvis (Eds.). *Ideas and Issues in Primary ELT* (pp. 9-18). Hong Kong: Thomas Nelson and Sons Ltd.
- Büyüköztürk, Ş. (2010). Sosyal bilimler için veri analizi el kitabı istatistik, araştırma deseni SPSS uygulamaları [Data analysis handbook for social sciences statistics, research design SPSS applications]. Ankara: Pegem Akademi Yayıncılık.
- Büyüköztürk, Ş., Bökeroğlu-Çokluk. Ö. & Köklü. N. (2009). Sosyal bilimler için istatistik (4. Baskı) [Statistics for the social sciences (4th Ed.)]. Ankara: Pegem Akademi Yayıncılık.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- Çelebi, M. D. (2006). Türkiye'de anadili eğitimi ve yabancı dil öğretimi [Education of mother tongue and teaching foreign language in Turkey]. *Sosyal Bilimler Enstitüsü Dergisi*. 21 (2), 285-307.
- Demircioğlu, Ş. (2008). *Teaching English vocabulary to young learners via drama*. (Unpublished master's thesis). Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
- Demirel, Ö. (1999). İlköğretim okullarında yabancı dil öğretimi [Foreign language teaching in primary schools]. İstanbul: Millî Eğitim Bakanlığı Yayınları.
- Demirel, Ö. (2010). *Yabancı dil öğretimi [Foreign language teaching]*. Ankara: Pegem Akademi Yayıncılık.

- Ellis, G. & Brewster, J. (1991). *The storytelling handbook: A guide for primary teachers of English*. London: Penguin.
- Ghasemi, P. (2011). Teaching the short story to improve L2 reading and writing skills: Approaches and strategies. *International Journal of Arts and Sciences*. 4 (18), 265– 273.
- Ghasemi, P. & Hajzadeh, R. (2011). Teaching L2 reading comprehension through short story. *International Conference on Languages, Literature and Linguistics*. 26, 69-73.
- Göçer, A. (2017). Received features, using and functions of communication method in teaching Turkish as a second language. *International Journal of Languages' Education and Teaching*. 5 (4), 1-16.
- Güneş, F. (2020). Eğitimde ezber tartışmaları [Memorization discussions in education]. *Eğitim Kuram ve Uygulama Araştırmaları Dergisi*. 6 (3), 409-418.
- Güneş, S. (2009). Yabancı dil öğretiminde deyim öğretimi: yöntemler, teknikler ve uygulamalar [Teaching idioms in foreign language teaching: methods, techniques and applications]. *Dilbilim*. 2 (2), 1-15.
- Gürdal, A. & Arslan M. (2011). Oyun ve bulmaca etkinlikleriyle yabancılara Türkçe kelime öğretimi [Teaching Turkish vocabulary to foreigners with games and puzzle activities]. *Paper presented at the First International Conference on Foreign Language Teaching and Applied Linguistics*, Sarajevo.
- Işık, A. (2008). Yabancı dil eğitimimizdeki yanlışlıklar nereden kaynaklanıyor? [Where do the mistakes in our foreign language education come from?] *Journal of Language and Linguistic Studies*, 4 (2). 15-26.
- Işık, İ. & Semerci, N. (2016). İlkokul 3. sınıf öğrencilerine İngilizce kelime öğretiminde eğitsel oyunların akademik başarıya etkisi [The effect of teaching English vocabulary to third graders through educational games on academic achievement]. *Çankırı Karatekin Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*. 7 (1), 787-804.
- Jenkins, J. R., Stein, M. L. & Wysocki, K. (1984). Learning vocabulary through reading. *American Educational Research Journal*, 21 (4), 767-787.
- Kan, A. (2010). Ölçme aracı geliştirme [Developing a measurement tool]. In S. Tekindal (Ed). *Eğitimde ölçme ve değerlendirme* (pp. 240-268). Ankara: PegemA Yayıncılık.
- Karatay, H. (2007). Kelime öğretimi [Teaching vocabulary]. *Gazi Eğitim Fakültesi Dergisi*. 27 (1), 141-153.
- Kartal, Ş. & Özbek, R. (2017). İşbirlikli öğrenme yönteminin öğrencilerin İngilizce dersine yönelik tutumlarına ve başarılarına etkileri [The effects of cooperative learning method on students' attitudes towards English classes and their achievements]. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 17 (2), 796-820.
- Kaya, K. (2004). *Teaching English through American short stories in anatolian and superior high schools in Turkey*. (Unpublished master's thesis). Atatürk Üniversitesi Sosyal Bilimler Enstitüsü, Erzurum.
- Kaya, Ü. (2007). *İlköğretim 1. kademedeki İngilizce derslerinde oyun tekniğinin erişime etkisi [The effect of the game technique on the achievement in teaching English at elementary school level]*. (Unpublished master's thesis). Afyon Kocatepe Üniversitesi, Sosyal Bilimler Enstitüsü, Afyonkarahisar.
- Kesgin, N. & Arslan, M. (2015). Attitudes of students towards the English language in high schools. *Anthropologist*, 20 (1-2), 297-305.
- Kırkgöz, Y. (2012). Incorporating short stories in English language classes. *Research on Youth and Language*. 6 (2), 110-125.
- Kocaman, O. (2015). *Effects of computer assisted vocabulary instruction on vocabulary learning and vocabulary learning strategies*. (Unpublished doctoral dissertation). Yeditepe Üniversitesi Eğitim Bilimleri Enstitüsü, İstanbul.
- Lewis, M. & Hill, J. (1992). *Practical techniques for language teaching*. England: Language teaching publications.

- Mirkamali, F. (2013). A good way for teaching vocabulary. *Language in India*. 13 (4), 146-159.
- Orlich, D. C. (1985). *Teaching strategies*. Toronto: B.C. Health.
- Özçelik, D. A. (2010). *Eğitim programları ve öğretim: Genel öğretim yöntemi [Curriculum and instruction: General teaching methods]*. Ankara: Pegem Akademi Yayıncılık.
- Özdemir, O. (2012). *The effects of storytelling and role-playing on young learners' vocabulary learning and retention*. (Unpublished master's thesis). Konya Üniversitesi Eğitim Bilimleri Enstitüsü, Konya.
- Özkiraz, K. (2015). *The role of games in teaching vocabulary to fifth graders*. (Unpublished master's thesis). Çağ Üniversitesi Sosyal Bilimler Enstitüsü, Mersin.
- Palmer, B. C. (2001). Storytelling as a constructivist model for developing language and literacy. *Journal of poetry therapy*. 14(4), 199-212.
- Papatğa, E. (2012). *Otizmlı çocukların oyun becerileri ile davranış ve sosyal beceri özelliklerinin karşılaştırılması [The comparison of the game skills of autistic children with their characteristics of social skills and behaviours]*. (Unpublished master's thesis). Trakya Üniversitesi Sosyal Bilimler Enstitüsü, Edirne.
- Pardede, P. (2011). Using short stories to teach language skills. *Journal of English Teaching*. 1 (1), 14-27.
- Pazhakh, A. & Soltani, R. (2010). The effect of extensive reading on vocabulary development in EFL learners in Dehdasht language institute. *Practice and Theory in Systems of Education*. 5 (4), 387-398.
- Pedersen, M. (1995). Storytelling and the art of teaching. *ELT Forum* 33 (1), 2-8.
- Philips, S. (1993). *Young learners*. Oxford: Oxford University Press.
- Pourkalthor, O. & Kohan, N. (2013). Teaching reading comprehension through short stories in advance classes. *Asian Journal of Social Sciences and Humanities*. 2 (2), 52-60.
- Richards, J. C. & Rodgers, T. S. (1990). *Approaches and methods in language teaching: A description and analysis*. New York: Cambridge University Press.
- Sarıgül, E. (2017). *Yabancı dil öğretiminde sözcük öğrenimi ve öğretimi sürecine genel bir bakış [A general look at the vocabulary learning and teaching process in foreign language teaching]*. *International Journal of Social Science*. 54, 91-104.
- Senemoğlu, O. (1980). *Yabancı dil öğretiminde öncelik sorunları [Problems of priority in foreign language teaching]*. *Dilbilim* 5, 61-66.
- Sönmez, V. (2003). *Program geliştirmede öğretmen el kitabı (10. Baskı)*. [Teacher's handbook on curriculum development (10<sup>th</sup> Edition)] Ankara: Anı Yayıncılık
- Suna, Y. & Durmuşçelebi, M. (2013). *Türkiye'de yabancı dil öğrenme-öğretme problemine ilişkin yapılan çalışmaların derlemesi [A compilation work about why Turkey suffers from learning and teaching English]*. *OPUS Türkiye Sosyal Politika ve Çalışma Hayatı Araştırmaları Dergisi*. 3 (5), 7-24.
- Susüzer, K. (2006). *Oyun yoluyla Fransızca öğretimi [Teaching French with games]*. (Unpublished master's thesis). Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, Adana.
- Şahin, C. (2016). *Hikâyelerle desteklenmiş yabancı dil öğretiminin 5.ve 8. sınıflar düzeylerinde kelime dağarcığı, okuduğunu anlama ve yabancı dile karşı tutumuna etkisi [The effect of foreign language teaching through stories on 5th and 8th grade students' vocabulary knowledge, reading comprehension and attitude]*. (Unpublished master's thesis). Ahi Evran Üniversitesi Sosyal Bilimleri Enstitüsü, Kırşehir.
- Tarakçıoğlu, A. Ö. & Tunçarslan, H. K. (2014). The effect of short stories on teaching vocabulary to very young learners (aged 3-4 -year): A Suggested Common Syllabus. *Journal of Language and Linguistic Studies*. 10 (2), 67-8.
- Willis, J. (1996). *A framework for task-based learning*. England: Longman.
- Yardımlı, S. (2011). *The effect of computer assisted and teacher-led storytelling on vocabulary learning of 5th grade students*. (Unpublished master's thesis). Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.

Yılmaz, A. (2012). *The impact of the integration of short stories and the computer assisted language learning on the motivation level of students*. (Unpublished master's thesis). Onsekiz Mart Üniversitesi Eğitim Bilimleri Enstitüsü, Çanakkale.

### **Biographical notes**

**Nilüfer Kesgin** is an English teacher at the Ministry of National Education, Turkey. She completed her master's degree in Curriculum and Instruction at Tokat Gaziosmanpaşa University in Turkey. Her current research interests are digital game-based teaching, English language teaching and teacher education.

**Dr.Şefik Kartal** is an assistant professor in the Department of Educational Sciences, Division of Curriculum and Instruction, at Tokat Gaziosmanpaşa University, Turkey. His research interests are curriculum development, curriculum evaluation, teacher education and English language teaching.